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ABSTRACT

This paper describes how a comprehensive university and area community college in the highly populated, diverse Los Angeles Basin, collaboratively developed a standards-based program to prepare elementary teachers. California State University Long Beach (CSULB) prepares 600 new teachers a year, most of whom enter classrooms in the Los Angeles Basin. Cerritos College, located in a neighboring community, is a major feeder community college with a diverse student population. There has been a critical shortage of teachers in California since 1996, with the Los Angeles Basin area hit especially hard. Since 1996, CSULB has diversified its teacher preparation program by adding pathways to the teaching credential. The Integrated Teacher Education Program (ITEP) represents the efforts of K-12 teachers, community college faculty, and university faculty from 5 colleges. ITEP's curriculum development depends on leaders who are willing to be involved for the duration. Its steering committee includes key leaders such as deans from the five colleges, the school district's Assistant Superintendent for Instruction and Professional Development, and vice presidents or deans from several area community colleges. ITEP participants collaborate, offer support, seek resources, and provide facilitation and problem solving. The agreement memorandum between CSULB and Cerritos College is appended. (SM)

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Administrative Issues Essential to Effective Teacher Education Partnerships Between Universities and Community Colleges: From Curriculum Mapping to Memoranda of Understanding

Dr. Jean Houck

2002

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Administrative Issues Essential to Effective Teacher Education Partnerships Between Universities and Community Colleges: From Curriculum Mapping to Memoranda of Understanding

Dr. Jean Houck, Dean
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This paper is one of four in a symposium that will describe the way in which a comprehensive university and an area community college in the highly populated and diverse Los Angeles Basin collaboratively developed a standards based program to prepare elementary teachers. California State University, Long Beach (CSULB) has had teacher education as an important part of its mission since the establishment of the university over 50 years ago. The university prepares 600 new teachers a year and over 95% of them enter classrooms in the Los Angeles Basin. The university is part of the California State University System, which prepares over 60% of the teachers for the state of California. Like other teacher education institutions, CSULB has been responding to the public concerns as well as the mandates of the licensing agencies and state legislature. Cerritos College, located in a community neighboring Long Beach, is a major feeder community college with a richly diverse student population.

Long Beach, CA was described in the 2000 census as the country's most diverse community. The area public school population is growing rapidly. Long Beach Unified School District, the third largest in California, has 94,000 students with more entering daily. In recent decades, immigration to the area from Cambodia, Vietnam, Mexico, and other countries has increased the diversity of greater Long Beach, and at the present time, its educational institutions do not have an ethnic/racial majority. Figure 1 illustrates the demographics of the Long Beach Unified School District. Figure 2 has a profile of the English fluency of the students. Like many urban school districts, many of the students are from economically disadvantaged homes; nearly 2/3 of the students in elementary schools in Long Beach receive free or reduced lunch. The university demographics have somewhat fewer students from traditionally underrepresented groups, as illustrated in Figure 3, but a similar overall profile with Mexican American as the fastest growing group (both in the campus enrollment and in the teacher preparation program).

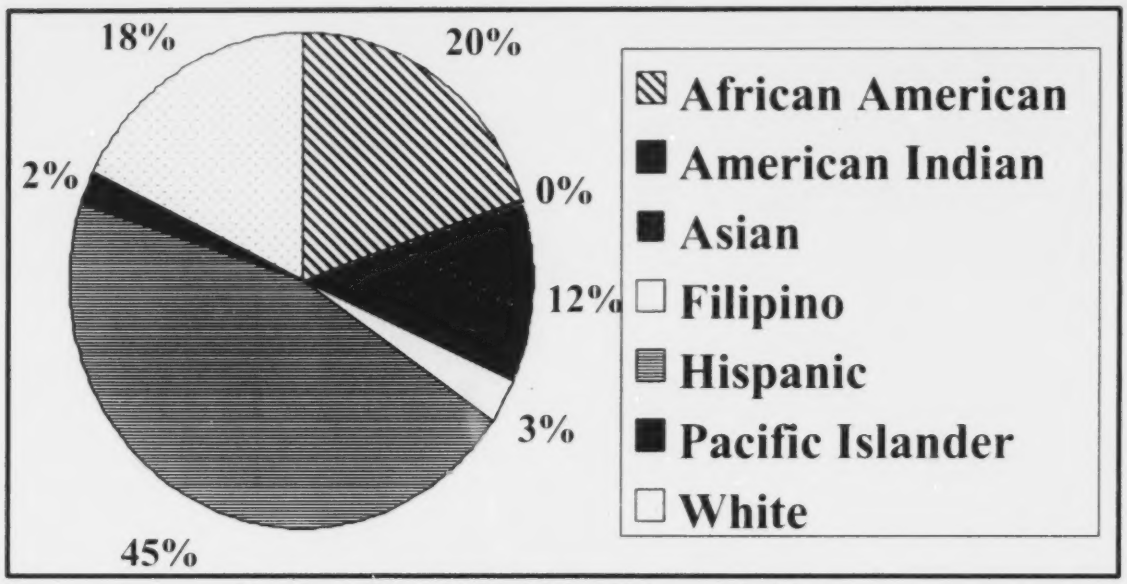

Figure 1 Demographics: Long Beach Unified School District Ethnicity

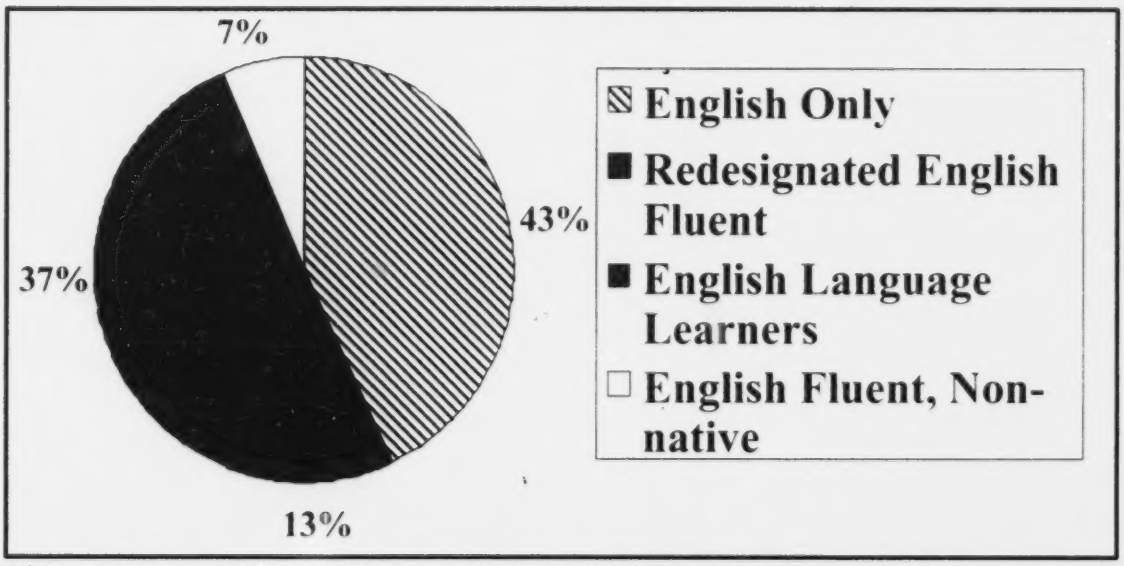

Figure 2 Demographics: Long Beach Unified School District English Fluency

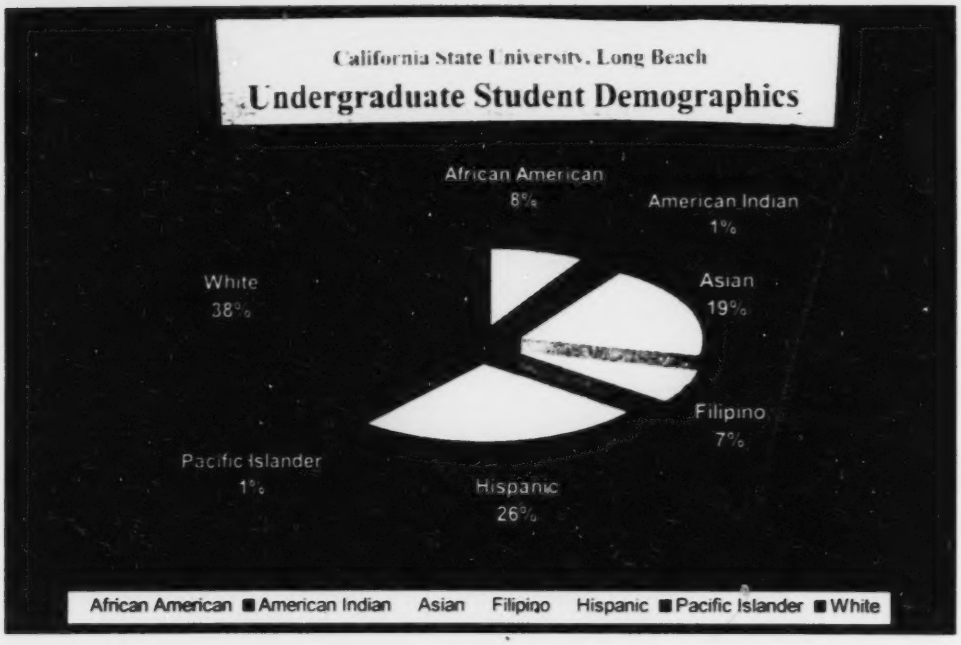

Figure 3 Demographics: California State University, Long Beach

There has been a critical shortage of teachers in California since 1996. Among the areas hardest hit have been urban areas—and the Los Angeles Basin faced a crisis. The crisis had two faces—more teachers—and better teachers were needed if the Los Angeles Basin was to improve the achievement test scores that were among the lowest in the United States. The traditional teacher preparation program at California State University, Long Beach and our "one size fits all" approach clearly was insufficient. Since 1996, we have diversified our teacher preparation programs by adding "pathways" to the teaching credential. The Integrated Teacher Education Program represents the creative thinking, the energy, and the passion of hundreds of people—teachers from K-12, faculty from community colleges, and from the university, dozens of Arts and Sciences faculty and Education faculty.

Administrator's Role

Articulating the ITEP Program has enjoyed **strong support from the leadership** of the respective institutions. The President of California State University, Long Beach signaled his support for the program during a breakfast he hosted for community college presidents. He made the commitment to the presidents that CSULB would articulate our teacher education program with them. Several community college presidents, Dr. Fred Gaskin from Cerritos College for example, took us up on the offer and we began the first of many meetings with our community college colleagues to discuss articulating the program currently under development-the Integrated Teacher Education Program (ITEP). The presidents of the higher education institutions made **a joint commitment to articulating the teacher education program** in a manner that would enable community college students to complete two full years of the undergraduate education program at the community college level. The logistics of the partnership are spelled out in a formal **Memorandum of Understanding** (see the MOU signed with Cerritos College in the appendix).

Leadership in Curriculum Development

A successful large scale collaborative curriculum project such as ITEP, involving five colleges within the University, many representatives from K-12, and faculty from community colleges depends on leaders who are willing to be involved "for the long haul". We recruited a high-powered **Steering Committee, with key leaders** such as dean-level people from all five colleges, the Assistant Superintendent for Instruction and Professional Development from the school district, and Vice-President or dean-level people from several area community colleges. We had excellent attendance and participation in the group, and often had 20 to 25 people attend the monthly meetings. The district superintendent, deans and department chairs modeled the collaboration they were inviting the faculty to do. The university deans, including Arts and Sciences deans, found ways to support and reward their faculty who were participating. The resources for curriculum development began with a modest $20,000 seed money the College of Education kicked in the first semester, and the university contributed $25,000 the next year. We were awarded a state grant of $50,000, and we were off and running. Our demonstrated success has attracted substantial external funding from the John S. and James L. Knight Foundation ($450,000) and from the National Science Foundation ($2.4 million).

Ongoing Tasks for Leaders

The other deans and I continue **to collaborate, to support, and to seek resources**. We also have permanent assignments to do **facilitation and problem solving.** While these tasks may be done by individuals in a variety of roles in different partnerships, depending on the nature of the partnership, the tasks themselves are likely to exist in all large scale educational partnerships. The different cultures of colleges within the university, as well as the different cultures of the community college and the university, continue to present challenges as the program grows and prospers. It's worth the work to see the bright, well-prepared teacher candidates and to know what we're doing is making a difference that means a future of higher levels of learning for students throughout K-16.

Appendix

Memorandum of Understanding

Agreement between:
California State University, Long Beach, College of Education and
Cerritos College
Beginning Date: May 10, 1999

Cerritos College (CC) and California State University, Long Beach (CSULB) hereby agree to collaborate in a seamless teacher education process designed to prepare additional, highly qualified teachers for elementary schools in Southern California. This agreement is valid as of May 10, 1999:

Curriculum

The Integrated Teacher Education Program at CSULB may be completed in four calendar years. The program is a pilot program for 1999-2001. This agreement applies to the pilot and will be revised to reflect the subsequently approved ITEP Program. The CC and CSULB partnership described in this memorandum of understanding (MOU) provides for an articulated curriculum which includes the first two years in the Cerritos College Teacher Training Academy (Teacher TRAC) and the second two years in the Integrated Teacher Education Program (ITEP) at California State University, Long Beach. Students may complete their bachelor's degree in Liberal Studies and the multiple subject credential by:

1) Enrolling and successfully completing all course and achievement requirements of an approved articulated two-year curriculum pathway for elementary teacher preparation at CC.
2) Enrolling and successfully completing all requirements and coursework designated for years three and four of the CSULB Integrated Teacher Education Program. (The students will be subject to the same benchmark assessments required for continuation in and completion of the program that other CSULB ITEP students must meet in years three and four.)

Students at CC who complete an approved curriculum pathway will receive full credit for courses completed toward the requirements for the CSULB Liberal Studies (Track One) Program. Students recommended by Cerritos College as having fulfilled all course and achievement requirements for years one and two, (including specified additional coursework) will qualify for admission into the CSULB Liberal Studies Program at the third year level of the program.

Field Experiences

The first 40 - 80 hours of the required 120 hours of service learning/field experience in the Integrated Teacher Education Program (ITEP) and the Liberal Studies Track One Program may be completed at CC. Cerritos College faculty will participate in the CSULB Service Experiences for ReVitalizing Education (SERVE) training prior to assuming responsibility for supervising community college teacher preparation students' service learning experiences. Service learning hours will be verified on CSULB forms and reported to the CSULB Center for Collaboration in Education prior to/upon student's enrolling in courses at CSULB. Training and placement of CC students will be coordinated through the CSULB Center for Collaboration in Education.

Academic Advising

The Transfer Center Director will be the contact person for advising at CC and the Director of the Liberal Studies Program will be the contact person for advising at CSULB. The Director of the Cerritos College Teacher TRAC will assume primary responsibility for providing advisement to ITEP and Liberal Studies students transferring to CSULB to pursue the Liberal Studies or ITEP program. Designated staff at the community college and the university will jointly plan and implement advisement for students to move smoothly from the community college into the third year of preparation at CSULB. Cerritos College students will visit CSULB during their two years at CC for orientation, advisement and potential designated courses. University staff/faculty will visit the CC Teacher TRAC Director and/or students at least once each semester.

Technology

Cerritos College Teacher TRAC students will receive special training in integrating technology into the classroom. First and second year CSULB students in ITEP and Liberal Studies Track One will be offered the opportunity for similar training in the Cerritos College Innovation Center through cross enrollment.

Admission

ITEP: Upon (1) successful completion of the specified ITEP articulated courses offered at CC; (2) successful completion of requirements for admission to CSULB; and (3) successful completion of the requirements for admission to the first phase of the multiple subjects credential program, CC students may enroll in the junior/third year in the CSULB Integrated Teacher Education Program (ITEP). Approved pathway curriculum will detail all course standards and application requirements and will be given to the Cerritos College Teacher TRAC students. It is anticipated that, for full time students not in need of remedial courses successfully completing the suggested sequence of courses, the time from initial enrollment at the community college to completion of the Integrated Teacher Education Program degree and the multiple subject credential will be four calendar years. Any variation from approved curricular pathways may result in additional time for completion of the program.

Liberal Studies, Track I: For those CC students who are unable to commit to the full time course of study required for completion of ITEP, the Liberal Studies Track I program exists as an alternative pathway. Articulation of courses which may be taken at CC to meet CSULB Track One requirements is already in place. Completion of the courses outlined in the existing agreement for Track One provides CC students with the ability to successfully complete requirements for transfer admission to CSULB, and subsequent matriculation into the Track One program.

Upon admission to the CC TRAC, students will receive a letter from CSULB affirming the collaboration between CC & CSULB in the seamless preparation process for prospective elementary teachers.

By spring, 2001 the parties will review the agreement and revise as necessary to ensure that the curricula for both ITEP and Liberal Studies Track One are aligned.

Signed this day at California State University, Long Beach

Robert C. Maxson, President
California State University, Long Beach
Date: _____

Fred Gaskin, President
Cerritos College
Date: _____

Jean Houck, Dean
College of Education
California State University, Long Beach

Morgan Lynn, Vice President
Academic Affairs Provost
Cerritos College

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